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ABSTRACT

The booklet explains the selection and use of a system to build career development programs and presents a sample career development program produced by the system. The system provides a framework to build a program and is based on the theory of three levels of learning--perceptual, conceptual, and generalization. The model, or sample system, is organized around five goals: self-awareness and self-identity, career awareness, career planning, career preparation, and work and leisure. Each goal is subdivided into grade levels (K-3, 4-6, 7-9, and 10-12), and within each grade level are outlined: a developmental objective, behavioral objectives, process objectives and strategies, outcomes, and evaluation. (PR)

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Quality Career Guidance

2

a proposed system to develop programs

part 5
what about VOCATIONAL
education?

January 1975

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foreword

A major goal of the Coordinating Council for Occupational Education is to assure that citizens of Washington State receive quality career guidance.

To assist in the attainment of this important goal, the Coordinating Council appointed a task force committee to develop a system that could be used state-wide to implement quality career guidance programs covering kindergarten through community college.

This booklet reflects the philosophy that career guidance should be an educational program rather than an ancillary service.

Part 5 of WAVE (What About VOCATIONAL Education?) should be viewed as a starting point to build a career development program. The sample program included in this booklet is not presented as the sole model for all programs.

Through continuing efforts of those concerned, citizens of Washington State will have greater opportunity to make meaningful career choices.

Arthur A. Binnie
Washington State
Director of Vocational Education

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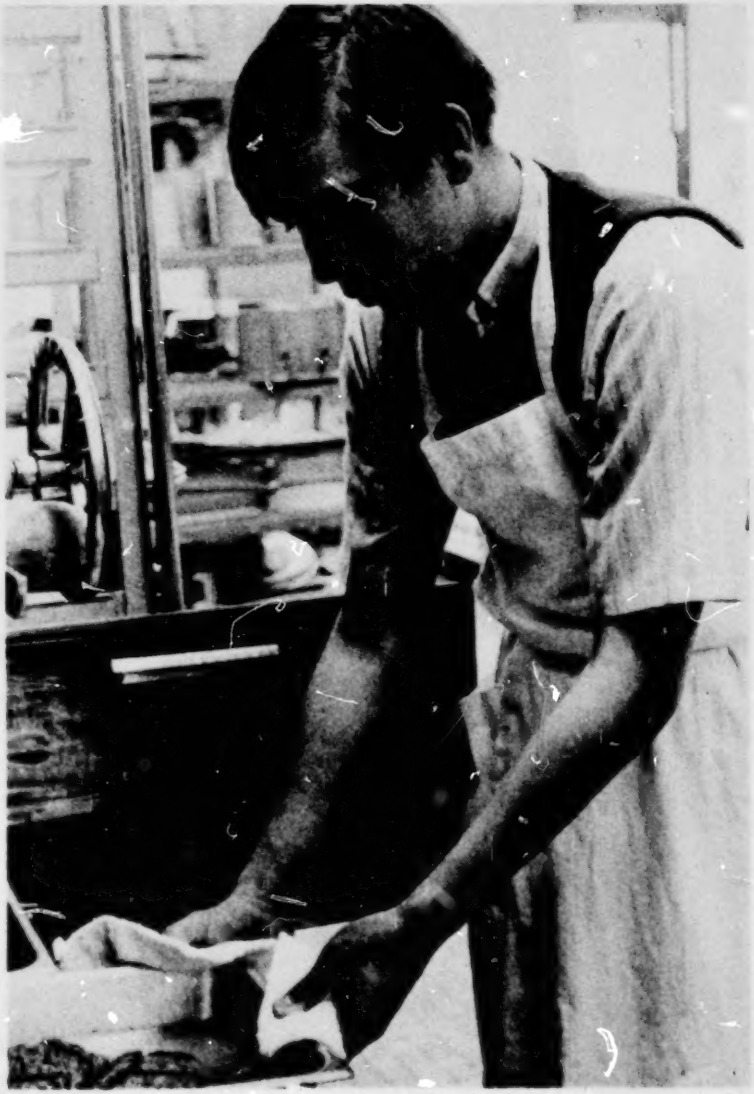


A fulfilled life consists of family relationships, leisure, personal satisfaction and a sense of dignity.

introduction

This book offers a system to build career development programs.

It is based on the suggested standards for quality published in Part 4 of the WAVE (What About VOCATIONAL Education?) series of the Coordinating Council for Occupational Education.

The system, adapted from work by Dr. Frank E. Wellman of the University of Missouri—Columbia, was selected by the task force committee to encourage development of quality career guidance, counseling and placement in Washington State.

Part 5 of the WAVE series explains the selection and use of the system and presents a sample career development program produced by this system.

selection of a system

After examining many available systems for the development of career guidance programs, the task force committee selected the system developed by Dr. Frank E. Wellman for recommended state-wide use.

The system sets the guidelines for designing a career development program and assists local school administrators, teachers, counselors and students to forecast needs, establish program goals, develop activities, and evaluate results.

The committee expects the system to prove the most productive because it can be tailored to fit local needs and programs already in use, and is therefore applicable to almost any school system.

The individual, unique programs produced by this system would also, the committee believes, place greater emphasis on student needs. And, as stated by one committee member, ". . . the student is the most important person in our education system."

Programs developed by local school systems also generate support and input from local administrators and teachers; support which is integral for the development and implementation of a successful career development program.

The overall purpose of career development programs is expected to be consistent throughout the State. A review of programs in other states reveals that general goals were similar even though programs were designed to fit local community and school needs.

The system assists school personnel and students to design a career development program.

introduction to the system

The first step in establishing a program is to identify a philosophy of career development with consideration of the theory that career development is a continuous and sequential process throughout life. The philosophy underlies and supports the entire program.

During development of the program, consideration should be given to the assumptions that career development must involve the people closest to the students, i.e., the instructional staff; career development must be reflected in the curriculum of all disciplines at all grade levels; and career development programs can, and should, be based on curriculum and programs already in use.

The system requires a needs assessment. The determination of needs should cover society as well as student needs, and should involve representatives of the community, administrative staff, students, and instructors. After the initial establishment of needs, a continuing assessment of needs should be made throughout the program.

Additionally, an assessment should be made of all resources for development and implementation of the program. Use should be made of the experience and knowledge of community groups, information from established career development programs, and the contributions of instructional staff.

A plan for generating community support should also be developed; local support is necessary for a successful career development program.

Throughout the development process, individuals responsible for any portion of the program should be clearly identified.

use of the system

The system provides a framework to establish a career development program and evolves from the general to the specific.

As illustrated in the flowchart (page 7), needs and goals are established first, followed by establishment of behavioral objectives and finally, process activation and evaluation.

The system is based on the theory of three levels of learning: perceptual, conceptual, and generalization. Evaluative criteria are listed for each level of learning.

It is recognized that students within a classroom learn at different levels because of individual differences. Generally, however, learning is at the perceptual level from grades K-4, the conceptual level from grades 5-7, and the generalization level from grades 8-12. The levels are defined as:

At the perceptual level of learning, students become aware of the world of work.

Perceptualization level: the student learns about or becomes aware of personal, social and environmental variables in his life. The student becomes aware of the world of work, world of leisure, career planning, career preparation and his unique qualities and those qualities he has in common with others.

Conceptualization level: the student learns and is able to analyze relationships, make predictions, evaluate consequences, and take actions relevant to educational, vocational and social goals. The student is able to make and develop plans which allow him to put data into a rational and useful order.

Generalization level: the student develops a behavioral pattern typified by consistency, commitment, effectiveness and autonomy. This suggests that the student is able to integrate environmental factors and self-characteristics into his life style. He can make sound decisions regarding career preparation and planning and understand how these interrelate with his knowledge of self, world of work, and leisure.

The following chart lists suggested activities at the three learning levels.

Grades K-12: suggested content and activity emphases in career guidance programs

Levels of Learning	Selected examples of content	Selected examples of activities
Perceptual:	Who am I?	Listening
	How do I relate to my environment?	Observing Contrasting Differentiating
	Workers in the home and school	Manipulating Field trips
	Workers in the community	Worker role models
Conceptual:	Continuation of exploring self in regard to work and education world	Field trips Demonstrations Work simulation Role playing
	Wider range of occupations examined	
	Work takes on additional meanings	
	Purposes of education	Simulation Try-out
	Study of occupations	Work simulation Exploratory work
	Career decision-making processes	
Generalization:	Utilization of actual work-world data	Cooperative work experiences
	Relate work to life style	Occupational visits
	Occupational skill training	Computerized guidance systems
	Employability skill training	Occupational clubs
	Educational orientation	

Gysbers and Moore, 1971

Following the flowchart, the terms used are:

Needs: the broad, long-range conditions necessary for the optimal intellectual, physical, social and vocational development of the pupil.

The needs of society and the educational process should be considered when determining program needs. It should be assumed that students will fulfill the majority of their needs when participating in a career development experience. However, the program should not be expected to fulfill all of the determined needs; student experiences outside of the career development program may also contribute to the fulfillment of the needs. The entire system is based on these identified needs.

Goals: the long-range delineations of needs:

Various programs have listed the program goals of self-awareness, career awareness, decision-making, career preparation, placement, work and leisure, human needs, intellectual skills, and civic rights and responsibilities.

Goals are stated broadly to account for the majority; however, students will require individual personal goals as they develop their career pattern. Goals precede, but do not define, specific program activities.

Developmental objectives: steps that should relate logically and sequentially to achieve the stated program goals.

For example, each decision made to place a student in a job should be stated as a developmental objective; i.e., determination of the level of employment to meet individual aspirations, selection of training or decision to continue education, etc.

Developmental objectives, because they are specific, must be differentiated for the various grade levels and be congruent with the learning level of the majority of the students; i.e., the perceptual, conceptual, or generalization level. Therefore, different developmental objectives are necessary for grades K-3 or grades 9-12 to fulfill the same program goal.

Behavioral objectives: the competencies and knowledge to be acquired, stated in specific, concrete, operational terms.

Behavioral objectives are related directly to the developmental objectives. They are more short-term than the developmental objectives and should be stated for evaluation.

Process objectives: activities for the student specifically designed to meet and accomplish the behavioral objectives.

Process strategies: the coordination and sequencing of the process objectives to achieve the behavioral objectives.

Process activation: implementation of the career development program.

Outcomes: results of the program determined by the evaluative criteria listed for each learning level of perceptual, conceptual and generalization.

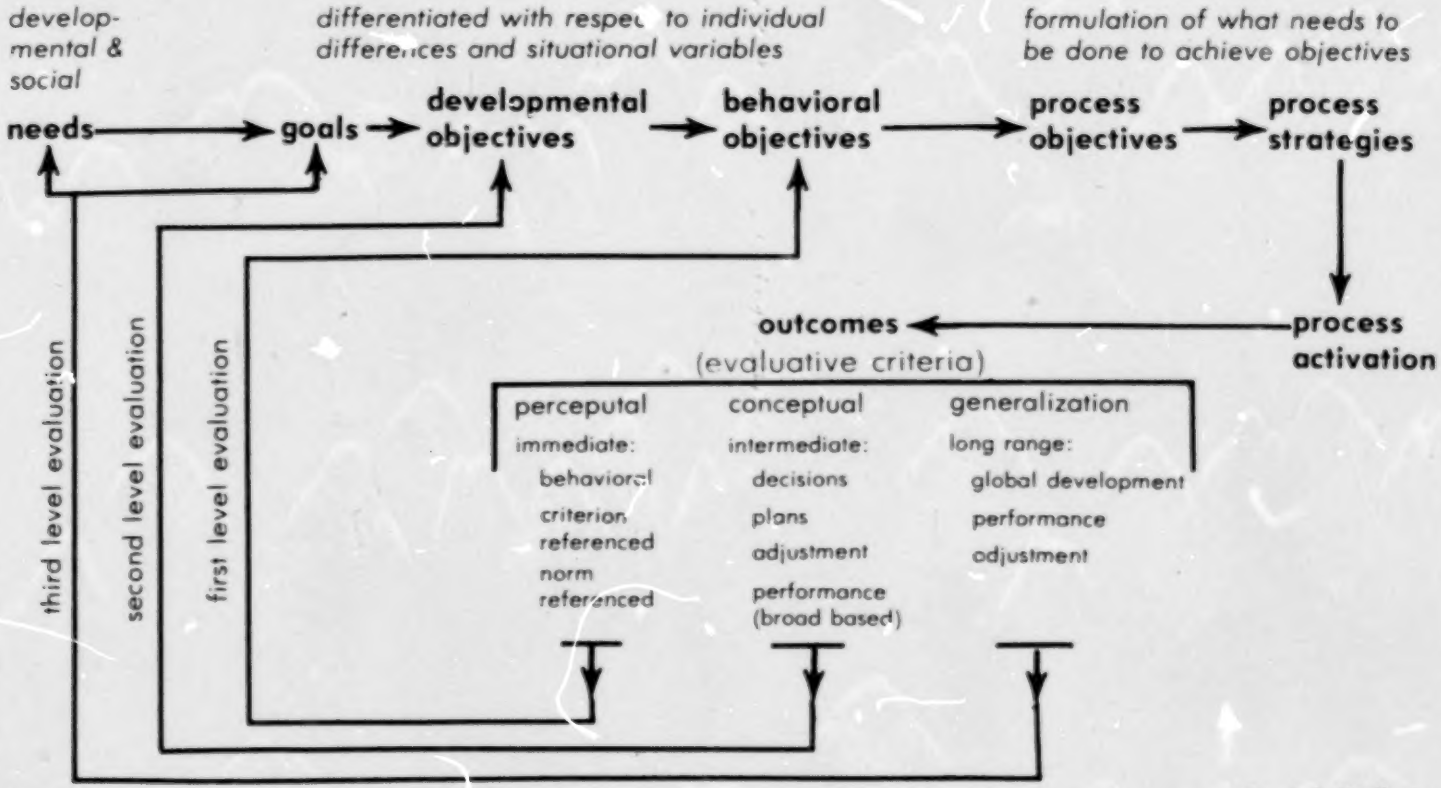
The first level evaluation at the perceptual learning level relates to the behavioral objectives and measures immediate outcomes.

The second level evaluation at the conceptual learning level relates to the developmental objectives and measures more intermediate outcomes; i.e., ability to make decisions, plan for and adjust to environment and situation variables.

At the generalizaton learning level, the third level evaluation considers the broad, long-range needs and goals. Evaluation is aimed at the performance and adjustment which facilitate the acquisition of the program needs, goals of the student, and the program's application to society.

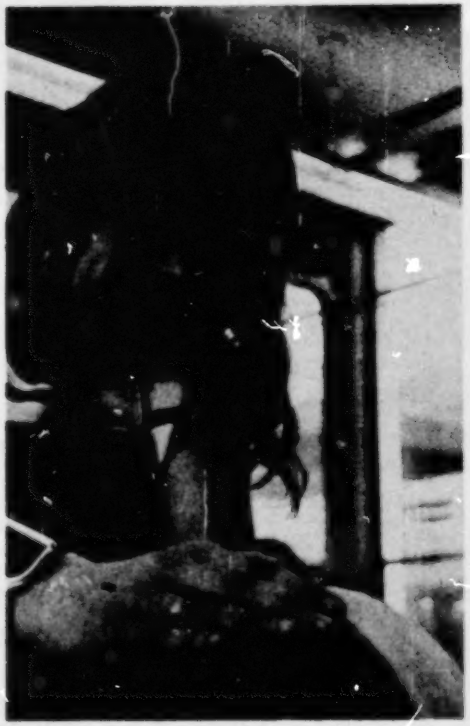
Instructor and staff development teams should develop their own evaluation methods congruent with their programs. Suggested evaluation methods are analysis of outcomes by establishing pre-and post-test differences, establishing percentile criteria standards, establishing performance level categories, or comparing student/teacher-counselor estimations. These methods are only suggestions.

a systems model for guidance program development and evaluation



Frank E. Wellman
University of Missouri
Columbic, Missouri
1971

A career development program considers satisfaction of the individual.



*preface to the sample program**

It should be emphasized that the following program is **an example only** of a career development program produced by the selected system.

It is general and can be integrated into traditional academic courses and vocational-technical courses.

It was the aim of the editors to make the program value-free and encompass the fulfillment of societal needs while equally considering satisfaction of the individual. A fulfilled and satisfying life consists not only of work but also of family relationships, leisure, personal satisfaction and a sense of dignity.

This example is presented as a way of meeting the needs of the student and society. Those who focus only on manpower needs might find it helpful to look at the total personality of the student and the many ways an individual might lead a fulfilled life.

*A complete list of references used in the development of this program on page 20.

career development program: an example

1.0 Goal: Self (awareness/identity)
To understand self in relation to the nature of occupations in order to plan a career. The major focus emphasizes both an understanding and acceptance of personal characteristics through a developmental process toward the utilization of self-knowledge in formulation of career planning (Wellman, 1971).

Level K-3

Developmental Objective:

1.1 To develop an awareness of personal characteristics.

Behavioral Objectives:

1.11 To describe orally personal characteristics.
1.12 To describe orally how one differs from and resembles others.
1.13 To describe orally the behavior that accompanies basic feelings.
1.14 To describe orally one's current interests.

Process Objectives and Strategies:

1.11 Use illustrated films, books, graphs to provide basis for identifying parts of the body and teaching vocabulary terms (Gysbers and Moore, 1971).
1.12 Ask individual to look in full length mirror and describe self (Gysbers and Moore, 1971).
1.13 Ask individual to identify vocabulary words associated with pictures depicting various emotions (Gysbers and Moore, 1971).
1.14 Provide an opportunity for individual to show and tell activities liked and/or disliked (Gysbers and Moore, 1971).
1.15 Ask individual to look at a photo of self and reproduce the image (Gysbers and Moore, 1971).
1.16 Ask individual to trace body outline on large poster paper.
1.17 Ask individual to measure and chart weight and height.

Outcomes:

1.11 Ability to describe appearance from a photo of self.
1.12 Ability to name ways in which people differ.
1.13 Ability to describe five vocabulary words related to feelings.
1.14 Ability to rank order a list of ten activities according to personal preference (Gysbers and Moore, 1971).

Evaluation:

1.11 Establish pre- and post-test differences.
1.12 Establish grade level criterion standards.
1.13*
1.14

*The blanks provide space to begin developing a new model for career development.

Level 4-6

Developmental Objectives:

1.2 To develop ability to assess own characteristics

Behavioral Objectives:

1.21 To verbally differentiate between strengths and weaknesses in academic disciplines, measured by standardized tests (Gysbers and Moore, 1971).

1.22 To demonstrate understanding of own physical abilities and limitations by verbally differentiating between activities which individual can and cannot perform (Gysbers and Moore, 1971).

1.23 To describe own self in terms of interests, abilities, values, etc., as they relate to work (Wellman, 1971).

1.24 To describe own characteristics that others like.

Process Objectives and Strategies:

1.21 Have individuals meet with their teacher to discuss their achievements, abilities and limitations. Large and small group-discussion of same.

1.22 Administer teacher-made test which measures skill in several areas.

1.23 Give individual the opportunity to work with the Hall Occupational Orientation Inventory (Follett, 1972).

1.24 Have individuals discuss with peers and teachers what characteristics others like in them.

Outcomes:

1.21 Ability to rank order a list of subject disciplines according to relative strengths (Gysbers and Moore, 1971).

1.22 Ability to designate from a list of physical exercises those which he can and cannot perform, with one example of each.

1.23 Ability to list general descriptive characteristics, work descriptive characteristics related to various occupations, and characteristics that describe self.

1.24

Evaluation:

1.21 Determine percentage of individuals (75% required for objective achievement) meeting criterion standard for grade group (Wellman, 1971).

1.22 Compare individual teacher observations of likable characteristics.

Level 7-9

Developmental Objective:

1.3 To assume responsibility for continuous self-appraisal (Gysbers and Moore, 1971).

Behavioral Objectives:

1.31 To demonstrate knowledge about self and the dynamic nature of personal characteristics by identifying recent changes in interests.

1.32 To demonstrate ability to gather self-information from both internal/external sources by writing a self-appraisal (Gysbers and Moore, 1971).

1.33 To assume responsibility to make a positive effort toward improving a personal weakness identified in a process of self-appraisal (Gysbers and Moore, 1971).

1.34 To recognize the relationships between personal characteristics and broad occupational clusters (Wellman, 1971).

Process Objectives and Strategies:

1.31 Have individual exhibit knowledge of self in a written report-style activity.

1.32 Use interview techniques to gain information.

1.33 Provide opportunity for small group discussion.

1.34 Provide opportunity to experience simulation games.

1.35 Provide opportunity for role-playing and field trips.

Outcomes:

1.31 Self-estimate of the desired level of occupation is more consistent with the accessible level of occupation.

1.32 Aspirational and achievement self-estimations have few inconsistencies (Wellman, 1971).

1.33 Aspirational and achievement self-estimation is more congruent with teacher/counselor estimates of realistic aspirations for the individual (Wellman, 1971).

1.34

Evaluation:

1.31 Compare pre/post differences between aspirational and achievement self-estimates (Wellman, 1971).

1.32 Have individual list five personal characteristics related to occupational clusters.

1.33

Level 10-12

Developmental Objective:

1.4 To formulate tentative career plans consistent to knowledge of self.

Behavioral Objectives:

1.41 To make a tentative career choice that is consistent with measured ability, past achievements, expressed and measured interests, measured physical abilities and limitations and expressed values (Gysbers and Moore, 1971).

1.42 To formulate a career plan which will provide fulfillment of aspirations, personal needs, values, and life-style preferences (Wellman, 1971).

1.43 To identify successes and failures within individual's educational program.

1.44

Process Objectives and Strategies:

1.41 Provide opportunity for cooperative work experience.

1.42 Provide opportunity for occupational visits.

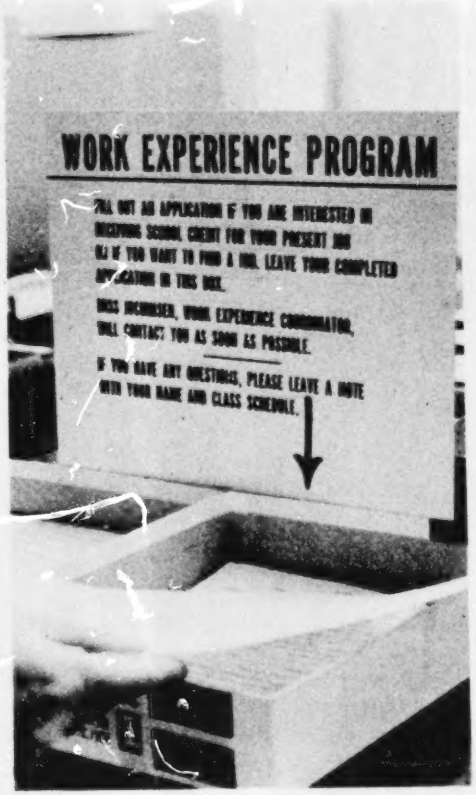
1.43 Provide writing opportunity to relate work to life-style (Wisconsin, 1971).

1.44 Provide experiences with simulation learning games and role-playing (Wellman, 1971).

Outcomes:

1.41 Ability to estimate interests and aptitudes in each of ten basic areas.

1.42 Ability to list three or more school subjects related to each of 10 basic areas of interests and aptitudes.



Work experience helps students assess their abilities and aspirations.

1.43 Ability to list three or more vocations and/or jobs related to ten basic areas of interests and aptitudes.

1.44 Estimate of interests is congruent with estimate of aptitudes in each of ten basic areas.

Evaluation:

1.41 Evaluate individual responses with outcome criteria for the three levels of learning (Wellman, 1971).

1.42 Establish congruency between individual and teacher-counselor identification of success and failure in the program.

1.43

14

2.0 Goal: Career Awareness

To develop awareness of the sociological, economical and psychological aspects of the world of work. Achievement of the goal through developmental progress and utilization of occupational knowledge in formulation of career pattern in terms of potential satisfaction (Wellman, 1971).

Level K-3

Developmental Objective:

2.1 To develop an awareness of the necessity/desirability of work.

Behavioral Objectives:

2.11 To describe necessity for work in society and its desirability (Wellman, 1971).
2.12 To describe the consequences of someone not choosing their work.
2.13 To name workers the individual is dependent on.
2.14

Process Objectives and Strategies:

2.11 Discuss goods and services used by individual's family.
2.12 Discuss occupations of parent, relative or friend.
2.13 Discuss occupations of teachers and why they need students.
2.14 Schedule outside speakers for the class to discuss what they do for society.

Outcomes:

2.11 Ability to list reasons why people work (Wellman, 1971).
2.12 Ability to name range of occupational clusters.
2.13 Ability to name services provided to society by outside speakers.
2.14

Evaluation:

2.11 Evaluate established behavioral objectives.
2.12 Establish four or five clusters as criteria standard.
2.13 Use criteria standards of teacher for services of outside speakers.

Level 4-6

Developmental Objective:

2.2 To develop an awareness of how occupational clusters differ.

Behavioral Objectives:

2.21 To describe a variety of occupational clusters.
2.22 To distinguish goals and service industries.
2.23 To list occupations required by the community.
2.24

Process Objectives and Strategies:

2.21 Use illustrative text material to point out various job aspects; i.e., "Picture Inventory of Occupational Knowledge" (Guerra, 1971).
2.22 Have individual divide parents' occupations into goods and services industries.
2.23 Have individuals invite city manager or equivalent to speak with them.
2.24

Outcomes:

2.21 Increased knowledge of job requirements, characteristics, and rewards of a variety of clusters (Wellman, 1971).
2.22 Ability to describe differences between goods production and service industries.

2.23 Ability to, in writing, give reasons why certain occupations are required by the community.

2.24

Evaluation:

2.21 Establish criteria standard, five-cluster minimum.

2.22 Establish performance level categorization: 5—good, 4—fair, 3—minimum.

2.23

Level 7-9

Developmental Objective:

2.3 To develop awareness of values related to self and environment related to careers.

Behavioral Objectives:

2.31 To recognize certain sociological, economic and psychological aspects of society and the influence upon careers (Wellman, 1971).

2.32 To recognize a wide variety of occupations which may be classified several ways (Wisconsin, 1971).

2.33 To recognize supply and demand has an influence on career opportunity (Wisconsin, 1971).

2.34

Process Objectives and Strategies:

2.31 Provide experiences with simulation learning "Career Game."

2.32 Provide role-playing opportunity.

2.33 Use interview technique related to job visitations.

Outcomes:

2.31 Increased knowledge of relationships between psychological, sociological and economic aspects of careers (Wellman, 1971).

2.32 Increased knowledge of relationships between occupation and career decisions.

2.33 Ability to demonstrate employment trends in two occupational clusters due to supply and demand.

2.34

Evaluation:

2.31 Establish pre- and post-test differences.

2.32 Use of criteria set by teacher listing relationship of psychological sociological, and economic factors to careers.

2.33

Level 10-12

Developmental Objective:

2.4 To develop awareness of personal career alternatives.

Behavioral Objectives:

2.41 To identify a broad range of career options as personal alternatives to set tentative goals in one or more occupational areas (Wellman, 1971).

2.42 To recognize the need to be flexible to meet job characteristics (Wisconsin, 1971).

2.43 To list areas of possible compromise when relating career options to personal needs and goals.

2.44

Process Objectives and Strategies:

2.41 Provide experience with Holland's theory/classification (Wellman, 1971).

2.42 Provide participation in field trips and job interviews.

2.43 Provide work experience when possible related to occupational goals.

2.44

Outcomes:

2.41 Ability to express commitment to career goals (Wellman, 1971).

2.42 Ability to write an outline of sequential goals.

2.43 Ability to write an outline of career alternatives in rank order.

2.44

Evaluation:

2.41 Establish criteria standard related to number of occupational cluster alternatives.

2.42 Compare individual with teacher/counselor estimations of reality.

2.43

3.0 Goal: Career Planning

For individuals to develop planning skills in relationship to career, education and personal preparation. The individual will become aware of the relationships of career, education and personal style and how this interaction affects career planning.

Level K-3

Developmental Objective:

3.1 To be aware of the process of planning (Gysbers and Moore, 1971).

Behavioral Objectives:

3.11 To demonstrate an understanding of the usefulness of planning.
3.12 To identify situations requiring decisions.
3.13 To identify situations resulting in a change of decision.
3.14

Process Objectives and Strategies:

3.11 Have individual plan own appropriate school dress.
3.12 Have individual participate in a class decision.
3.13 Have individual describe verbally why he has changed a decision.
3.14

Outcomes:

3.11 Ability to identify from a list of activities those requiring planning (Gysbers and Moore, 1971).
3.12 Ability to describe how the class makes a decision.
3.13 Ability to list reasons why a decision might be changed.
3.14

Evaluation:

3.11 Establish criteria percentile standard.
3.12 Have individual list two events which led the class to a decision.
3.13 Have individual list two reasons why a decision might be changed (teacher criteria for performance).

Level 4-6

Developmental Objective:

3.2 To understand responsibility for planning career.

Behavioral Objectives:

3.21 To evaluate environmental influence upon one's planning.
3.22 To evaluate one's characteristics in relation to planning.
3.23 To identify how past decisions have led to present decisions.
3.24

Process Objectives and Strategies:

3.21 Have individual discuss situations that have influenced decisions; i.e., teachers, parents, money.
3.22 Have individual discuss personal characteristics that relate to decisions he has made.
3.23 Have individual discuss consequences of past decisions.
3.24

Outcomes:

3.21 Ability to participate effectively in simulation employment office (Gysbers and Moore, 1971).
3.22 Ability to discuss with the counselor personal characteristics and how they relate to decisions.
3.23 Ability to list consequences of past decisions.
3.24

Evaluation:

3.21 Establish pre- and post- differences.

3.22 Use performance level criterion set by teacher.

3.23

Level 7-9

Developmental Objective:

3.3 To understand the relationship between academic choices and career planning.

Behavioral Objectives:

3.31 To choose a curriculum plan related to tentative career choice.

3.32 To describe how self-interests relate to career choice.

3.33 To identify possible future changes in chosen career and/or curriculum.

3.34

Process Objectives and Strategies:

3.31 Have individual interview staff members.

3.32 Have individual participate in small group discussion.

3.33 Have individual conduct field trip interviews, discussing the changes present employees have made.

3.34

Outcomes:

3.31 Ability to choose elective courses through mass registration.

3.32 Ability to state which courses most directly relate to a preferred career.

3.33 Ability to list possible alternative careers in relation to a chosen curriculum.

3.34

Evaluation:

3.31 Compare student and teacher/counselor estimation of reality.

3.32 Use of teacher criterion of ability to list alternatives within the curriculum.

3.33

Level 10-12

Developmental Objective:

3.4 To identify alternatives in career planning (Gysbers and Moore, 1971).

Behavioral Objectives:

3.41 To evaluate alternative careers.

3.42 To choose a hypothetical alternative goal and reformulate plans.

3.43 To identify situations in the community that could affect career planning.

3.44

Process Objectives and Strategies:

3.41 Provide job visitations.

3.42 Have individual research community information and situations affecting his career.

3.43 Provide job interviews in chosen career cluster.

3.44

Outcomes:

3.41 Ability to evaluate and rank order five alternative clusters related to own potential.

3.42 Increased knowledge of community's economy and other career related variables.

3.43 Ability to complete three interviews in the community.

3.44

Evaluation:

3.41 Determine if the individual's listing of career clusters and potential is congruent with the perception of the counselor/teacher.

3.42 Have individual evaluate own interviews as successful or nonsuccessful in terms of career goals.

3.43

Occupational information materials assist career planning.

4.0 Goal: Career Preparation

To develop understanding of the relationships between academic work and career preparation and to progress developmentally in personal career preparation.

Level K-3

Developmental Objective:

4.1 To develop awareness of academic skills.

Behavioral Objectives:

4.11 To identify academic skills needed in the world of work (Wellman, 1971).
4.12 To identify communication skills needed in work (Gysbers and Moore, 1971).
4.13 To identify psycho/motor skills needed in work (Wisconsin, 1971).
4.14

Process Objectives and Strategies:

4.11 Have individual discuss educational level of parents.
4.12 Consult C.I.S. (Career Information System) (CCEM, 1971).
4.13 Have individual discuss psycho/motor skills needed in school related work or parents' work.
4.14

Outcomes:

4.11 Ability to list three valid relationships between various disciplines and occupations.
4.12 Ability to identify workers who rely on language in their occupation.
4.13 Ability to list skills needed to do school assignments.
4.14

Evaluation:

4.11 Have individual participate in discussions.
4.12 Have individual communicate through verbalizing thoughts.
4.13 Have individual name and demonstrate a skill related to school work.

Level 4-6

Developmental Objective:

4.2 To be aware of good and bad employment characteristics.

Behavioral Objectives:

4.21 Identify employee characteristics taken into consideration by employers (Wellman, 1971).
4.22 Identify employee characteristics considered positive.
4.23 Identify employee characteristics considered negative.
4.24

Process Objectives and Strategies:

4.21 Provide job visitation opportunity.
4.22 Schedule Career Day source speakers.
4.23 Have individual choose an occupation and interview a member.
4.24

Outcomes:

4.21 Ability to name employee characteristics both favorable and unfavorable.
4.22 Ability to list positive and negative characteristics for job interview choice.
4.23 Ability to relate three school characteristics to three employment characteristics.
4.24

Evaluation:

Establish minimum performance level criterion as follows:

4.21 Have individual list five general employee characteristics both favorable and unfavorable.

4.22 Have individual relate three school characteristics to three employee characteristics for at least 2 cluster areas.

4.23 Have individual list five specific employee characteristics for job interview choice.

4.24

Level 7-9

Developmental Objective:

4.3 To be aware of placement procedures both educational and occupational.

Behavioral Objectives:

4.31 To describe how and where to seek general employment.

4.32 To describe the secondary curricula choices.

4.33 To describe the educational level needed for various occupations.

4.34

Process Objectives and Strategies:

4.31 Have individual take part in simulation learning and role-playing of job/school interviews.

4.32 Provide presentation of educational levels.

4.33 Have the individual give written and oral presentations of various occupations and required educational levels.

4.34

Outcomes:

4.31 Ability to complete a written application for employment.

4.32 Ability to complete a written schedule for a curricular option (Wellman, 1971).

4.33 Ability to list three curricular options.

4.34

Evaluation:

4.31 Have individual hand in successfully completed employment application.

4.32 Have individual hand in successfully completed curricular schedule.

4.33 Have individual recite orally an occupation appropriate for each secondary curricula option.

4.34

Level 10-12

Developmental Objective:

4.4 To be aware of job and educational alternative potential placement.

Behavioral Objectives:

4.41 To demonstrate skills needed for employment upon completion of vocational curriculum (Wellman, 1971).

4.42 To demonstrate skills needed for college placement upon completion of pre-college curriculum.

4.43 To demonstrate skills needed for further occupational education upon completion of a vocational technical curriculum.

4.44

Process Objectives and Strategies:

4.41 Provide psycho/motor training and experience in voc-tech asperts.

4.42 Provide specific cognitive training in academic disciplines.

4.43 Provide guidance counselor presentation of job and educational alternatives.

4.44

Outcomes:

4.41 Ability to attain competency rating by instructor or employment placement.

4.42 Ability to successfully complete Washington Pre-college Test.

4.43 Graduation with 2.5 GPA or above.

4.44

Evaluation:

4.41 Criteria standards of voc-tech competencies are established.

4.42 College admission standards are established.

4.43

5.0 Goal: Work and Leisure

For individuals to recognize that personal satisfaction in a career is related to involvement in leisure time activities (Gsybers, 1971).

Level K-3

Developmental Objective:

5.1 To understand the function of leisure time and life style (Gysbers and Moore, 1971).

Behavioral Objectives:

5.11 To demonstrate awareness of the difference between work and leisure (Gysbers and Moore, 1971).
5.12 To demonstrate awareness of times during the school day considered leisure.
5.13 To demonstrate awareness of parent's way of using leisure time.
5.14

Process Objectives and Strategies:

5.11 Have individual experience listening and observing presented leisure and work activities.
5.12 Have individual consult C.I.S. (Career Information System, CCEM, 1971).
5.13 Have individual participate in a discussion of fun activities such as games, sports and hobbies.
5.14

Outcomes:

5.11 Ability to designate from a list of activities the nature of work and leisure.
5.12 Ability to present orally a definition of leisure.
5.13 Ability to recite orally a definition of life style.
5.14

Evaluation:

5.11 Have individual give an example of a school or home work activity.
5.12 Have individual give an example of a school or home leisure activity.
5.13

Level 4-6

Developmental Objective:

5.2 To understand the function of leisure time and life style.

Behavioral Objectives:

5.21 To understand the importance of leisure time enjoyment (Gysbers and Moore, 1971).
5.22 To understand the differences among various life styles.
5.23 To understand that leisure means different things to different people.
5.24 To understand ways that occupations influence life style.

Process Objectives and Strategies:

5.21 Have individual experience a leisure time field trip, i.e., camp out.
5.22 Have individual share and discuss various individual leisure interests.
5.23 Schedule a resource speaker from the city recreation program presentation.
5.24

Outcomes:

5.21 Ability to list a number of leisure interests and explain reasons for enjoyment.
5.22 Ability to list why leisure means different things to different people.

5.23 Ability to list why occupations influence life style.

5.24

Evaluation:

5.21 Have individual successfully accomplish choice of one specific occupation and list three life style influences.

5.22 Have individual successfully accomplish choice of one leisure activity and explain three reasons for enjoyment.

5.23

Level 7-9

Developmental Objective:

5.3 To understand the function of leisure time and life style.

Behavioral Objectives:

5.31 To understand that career choice affects the amount and type of leisure time (Gysbers and Moore, 1971).

5.32 To understand the relationship beiween salary and type of life style (Gysbers and Moore, 1971).

5.33 To understand the various methods of classifying occupations (Gysbers and Moore, 1971).

5.34

Process Objectives and Strategies:

5.31 Have individual explore work experiences and interview.

5.32 Have individual read assignments from Occupational Handbook.

5.33 Provide guidance presentation of attitudes/interests and discussion.

5.34

Outcomes:

5.31 Ability to identify a number of careers as to the amount of time and responsibility.

5.32 Ability to list five valid ways occupational clusters are releated to life styles.

5.33 Ability to list occupational clusters.

5.34

Evaluation:

5.31 Have individual establish minimum criteria standard at the 75% level.

5.32 Have individual list five career clusters.

5.33 Have individual list five ways career clusters are related to life style.

5.34

Level 10-12

Developmental Objective:

5.4 To understand the function of leisure time and life style.

Behavioral Objectives:

5.41 To make tentative career plans with individual application of one's own values concerning leisure time. (Gysbers and Moore, 1971).

5.42 To describe preferred life style.

5.43 To identify values and needs met by leisure activities.

5.44

Process Objectives and Strategies:

5.41 Have individual study occupational time and responsibility obligations.

5.42 Provide group discussion of values, needs and leisure.

5.43 Schedule counselor presentation of personality need and value systems.

5.44

Outcomes:

5.41 Ability to match and contrast various occupational obligations in relation to own values and formulate a tentative plan of action.

5.42 Ability to match life styles with probable value and needs.

5.43 Ability to rank order a list of terminal values.

5.44

Evaluation:

5.41 Provide discussion of congruence between individual and teacher/counselor perceptions of individual assessment of values/needs on a satisfactory-unsatisfactory basis.

5.42 Provide discussion of congruence between individual and teacher/counselor perceptions of aspired occupational choice on a satisfactory-unsatisfactory basis.

5.43

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